

STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will í	VOCABULARY TERMS	# OF DAYS NEEDED FOR MASTERY	INSTRUCTION BEGINS	ASSESSMENT TYPE (classroom, STAR, objective, subjective, project, etc.)	RESOURCES (Materials, web sites, auto- visual, print)	LEARNING ACTIVITIES
<b>Singing</b>	1. Singing, alone and with others, a varied repertoire of music.	<p><b>Sing on pitch independently and as a group.</b></p> <p><b>Continue developing vocal skills.</b></p> <p><b>Execute controlled breathing.</b></p> <p><b>Maintain a steady tempo.</b></p> <p><b>Execute correct dynamics.</b></p> <p><b>Sing with expression and technical accuracy.</b></p> <p><b>Sing music representing diverse genres and cultures.</b></p> <p><b>Sing 3 &amp; 4 part advanced choral literature.</b></p>	<p><b>Solo, Ensemble, Tone Quality, Breath Control, Posture, Tempo, Beat, Dynamics</b></p> <p><b>Articulation, Soprano, Alto, Tenor, Bass</b></p>	<b>On-going</b>	<b>On-going</b>	<p><b>Observation</b></p> <p><b>Individual &amp; group demonstration</b></p>	<p><b>Music</b></p> <p><b>Teacher resource books</b></p> <p><b>Audio recordings</b></p>	<p><b>Singing songs</b></p> <p><b>Singing games</b></p> <p><b>Warm-ups to learn correct breathing, posture, diction, vowel production, pitch, expression, etc.</b></p> <p><b>Solfege &amp; rhythm activities</b></p> <p><b>Choral singing</b></p> <p><b>Sight Singing</b></p> <p><b>Visual and auditory demonstrations.</b></p>

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<b>Performing</b>	1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music.	<b>Perform with good singing skills.</b> <b>Demonstrate poise and confidence in performance.</b> <b>Perform music of diverse genres and cultures.</b> <b>Perform ability appropriate repertoire.</b> <b>Develop a medium of non-verbal communication.</b> <b>Perform individually, in a small or large ensemble.</b>	<b>Tone Quality,</b> <b>Posture,</b> <b>Stage Presence,</b> <b>Communicate</b>	<b>On-going</b>	<b>On-going</b>	<b>Observation</b>  <b>Individual &amp; group demonstration</b>  <b>Self-evaluation &amp; critique</b>	<b>Music Teacher resource books</b> <b>Audio recordings</b>	<b>Public concert</b>  <b>In class rehearsals &amp; demonstrations</b>  <b>Musical</b>  <b>Contests</b>  <b>Honor Choirs</b>  <b>Competitions</b>  <b>Community Involvement</b>

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<b>Reading</b>	5. Reading and notating music. 8. Understanding relationship s between music, the other arts, and disciplines outside the arts.	<b>Demonstrate the ability to read a vocal score up to 3 or 4 staves. Identify pitches using solfege syllables. Read traditional and non-traditional notation. Identify symbols and terms. Read rhythms and melodies. Identify various uses of music in daily lives. Learn sight singing skills. Relate rhythm concepts to math, text to language arts, acoustics to science, and musical background to history .</b>	<b>Reading, Solfege, Scales, Rests, Notes, Symbols</b>	<b>On-going</b>	<b>On-going</b>	<b>Observation  Individual &amp; group demonstration</b>	<b>Choral music  Teacher resource books  Audio recordings</b>	<b>Choral singing  Rehearsals  Warm-Ups  Discussion &amp; Analysis  Music theory activities  Sight singing</b>

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<b>Listening</b>	6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances.	<b>Identify forms, timbres and genres of music. Demonstrate appropriate timbre used in different styles of music. Demonstrate appropriate audience behavior. Compare and contrast the musical elements heard in musical genres.</b>	<b>Canon, Verse, Chorus, Audience, Applause, Instrumentation</b>	<b>On-going</b>	<b>On-going</b>	<b>Individual &amp; group observations &amp; critiques  Individual &amp; group demonstration</b>	<b>Music Teacher resource books Audio recordings Videos</b>	<b>Listening and evaluating rehearsals &amp; performances</b>

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<b>Evaluating</b>	7. Evaluating music and music performances.	<b>Evaluate group's rehearsals and performances. Analyze and identify tone quality unique to a particular style. Evaluate a performance by comparing it to similar or exemplary models.  Be accountable for knowing their own part. Evaluate performances and explain the means it uses to evoke feelings and emotions.</b>	<b>Tone Quality, Projection, Interpretation, Solo, Communication</b>	<b>On-going</b>	<b>On-going</b>	<b>Individual &amp; group observations &amp; critiques  Individual &amp; group demonstration</b>	<b>Music Teacher resource books Audio recordings</b>	<b>Discussion Listening Self-Evaluation Evaluation of programs &amp; rehearsals Attend competitions and performances Quartets</b>
<b>Music History</b>	9. Understanding music in relation to history and culture.	<b>Study various composers and their music. Compare and contrast periods of music. Relate composers to daily life.</b>	<b>Composers</b>	<b>On-going</b>	<b>On-going</b>	<b>Observation  Individual &amp; group demonstration</b>	<b>Music Teacher resource books Audio recordings Web sites Videos</b>	<b>Discussion Listening Viewing Research &amp; report composers</b>

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<b>Creating</b>	4. Composing and arranging music within specified guidelines.	<b>Learn choreography. Communicate individual feelings and messages. Create text that is compatible to a familiar rhythm. Create lyrics to a familiar melody. Create rhythm to a familiar text.</b>	<b>Beat, Step, Ball Change, Chase, Etc. Rhythm</b>	<b>On-going</b>	<b>On-going</b>	<b>Observation  Individual &amp; group demonstration</b>	<b>Music Teacher resource books Audio recordings</b>	<b>Creating lyrics  Creating rhythms &amp; melodies  Learn &amp; create choreograph</b>

